

# Clear Concept/Descriptive Video

<http://ss-shift.wikispaces.com>

(see February Conference page)

**Overview:** In small groups, students clearly demonstrate and/or describe a topic by recording pictures and narration. The students are responsible for writing a script, drawing or finding images, and creating paper cutouts to clearly and creatively demonstrate understanding of the concept, topic, event or idea. Students do not appear in the video.

## Recommended roles in groups:

1. 1 Narrator
2. 1 Videographer
3. 2 Movers (people to move the images)
4. 1 Director (optional)

## Supplies Needed:

1. Paper
2. Markers/Crayons
3. Scissors
4. Flip Video camera with tripod
5. Table

## Process for Students

1. Understand the topic.
2. Break the topic into several simple steps.
3. Write the script. Keep it short and simple.
4. Find, create, and cutout images to help explain the script.
  - Keep images simple and use dark, bold lines.
5. Practice, practice, practice! Practice reading the script and moving the images until it's perfect before you videotape.
  - You must be able to record the script with images without stopping video camera.
6. Record the script and images.
7. Give finished video to teacher to upload to iMovie to share with class – saves time. (or teacher can have students upload to iMovie)





## Clear Concept/Descriptive Video Rubric



Group Names:				
21 <sup>st</sup> Century Skills	Ready to Sell It! Professional Quality	Ready for YouTube! Good Quality	Almost Ready for YouTube! Fair quality	Not Ready for YouTube! Needs Improvement
<b>Collection of Information</b> (Content/Research)	All information collected is accurate and is presented in a clear, simple explanation.	Most information collected is accurate and is presented in a clear, simple explanation.	Several inaccuracies and/or is not presented in a clear, simple explanation.	Very little accurate information is collected and/or presentation is confusing or unclear.
<b>Creativity</b> (How presentation is put together)	Images and narration work extremely well together to clearly and creatively explain topic.	Images and narration work well together to explain topic.	Images and narration work together fairly well to explain topic.	Images and narration don't explain topic or are difficult to understand.
<b>Critical Thinking</b> (How topic is understood and explained with words and images)	<ul style="list-style-type: none"> <li>• Thoroughly analyzes and interprets topic.</li> <li>• Summarizes facts and evidence in a simplified manner.</li> <li>• Chooses excellent examples and visuals to clearly demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately analyzes and interprets topic.</li> <li>• Provides facts, statements, evidence, examples and visuals to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides facts, statements, evidence, and visuals to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Misinterprets topic and/or provides false information, or evidence.</li> <li>• Lacks examples and visuals to demonstrate knowledge.</li> </ul>
<b>Collaboration</b> (How team works together)	<ul style="list-style-type: none"> <li>• The workload is divided among team members and all members complete their work in a thorough and timely manner.</li> <li>• Team members help each other.</li> <li>• No teacher help is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• The workload is divided among team members and all members complete their work in a thorough and timely manner.</li> <li>• Little teacher help is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work or was late in completing work.</li> <li>• Some teacher help is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• The workload was not divided OR several people in the group are viewed as not doing their fair share of the work or was late in completing work.</li> <li>• Much teacher help is needed.</li> </ul>
<b>Communication</b> (How topic is explained with words and pictures so others clearly understand it)	The audience clearly understands the topic after viewing. Well rehearsed with smooth delivery that holds audience attention.	The audience clearly understands topic after viewing. Fairly smooth delivery that holds the audience's attention.	The audience understands the topic fairly well. Delivery is not smooth, but still to hold's audience attention most of the time.	The audience needs a lot of help to understand this topic after viewing. Delivery not smooth; narrated too quickly or in monologue.
<b>Comments</b>				



# Suggested Suggested Lesson Plan for Clear Concept/Descriptive Video

## Day 1

- Explain learning target to students
- Show Common Craft video example(s) <http://www.commoncraft.com>
- Explain assignment
- Provide and discuss rubric
- Evaluate an example video using the rubric –( AFL)
- Provide class with list of topics
- Assign groups and draw/assign topics
- Each student puts notes into steps like a "Common Craft Video" – it must be able to be told and understood by all group members (Teacher approves –AFL)

## Day 2/3

- As a group, take steps and write out the script; it should only be 2-3 minutes. (Teacher approves script - AFL)
- Figure out what parts of your topic need to be enhanced by images
- Find/create the images to help explain topic (Teacher approves – AFL)

## Day 4

- Dress Rehearsal--practice, practice, practice. Put all your images together with the story and practice until it is perfect. (Teacher observes – AFL)

## Day 5 and 6

- Record Videos.
- Work on other assignments when your group is not videotaping.

## Day 7

- Watch final videos.

(Each group gives the whole class a quick summary of the topic, and then shows video to the audience.)

*\* To use as a research project, provide students with useful resources and be sure to check for their understanding of topic before videotaping. To use as a review students should already have notes on what they learned about the topics/sections of unit.\**

